

DIPLOMA GUIDE



Qualification No: QAAQ001645
Aim Code: 40007224
Validation: 1 August 2017 –
31 July 2022
Version: 4.0



Access to HE Diploma (Trading and Finance)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This page has been left intentionally blank.

About this Access to HE Diploma guide

This Access to HE Diploma specification is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff within Gateway Qualifications Access to HE approved providers/or prospective providers.

It sets out what is required of the student in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma (s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this Access to HE Diploma you must be a Gateway Qualifications recognised centre and approved to offer Access to HE Diplomas.

If your centre is not yet recognised, or diploma approved, please contact our Development Team to discuss

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

Contents

| | |
|--|----|
| About this Access to HE Diploma guide | 3 |
| 1. Diploma Information..... | 6 |
| 1.1 Overview of the Access to Higher Education Diploma | 6 |
| 1.2 About this Diploma..... | 6 |
| 1.3 Purpose | 6 |
| 1.4 Aims | 6 |
| 1.5 Objectives..... | 7 |
| 1.6 Sector Subject Area..... | 7 |
| 1.7 Target groups | 7 |
| 1.8 Delivery methods..... | 7 |
| 1.9 Achievement methodology..... | 8 |
| 1.10 Geographical Coverage..... | 8 |
| 1.11 Progression Opportunities | 9 |
| 1.12 Equality, Diversity and Inclusion | 9 |
| 2. Student Entry Requirements..... | 10 |
| 2.1 Age..... | 10 |
| 2.2 Prior Qualifications..... | 10 |
| 2.3 Prior Skills/Knowledge/Understanding | 10 |
| 2.4 Access to qualifications for learners with disabilities or specific needs..... | 10 |
| 2.5 Additional Requirements/Guidance..... | 11 |
| 2.6 Recruiting Learners with Integrity..... | 11 |
| 3. Achieving the Access to HE Diploma | 12 |
| 3.1 Qualification Specification..... | 12 |
| 3.2 Rules of Combination | 12 |
| 3.3 Additional completion requirements | 18 |
| 3.4 Recognition of Prior Learning | 18 |
| 4. Access to HE Units of Assessment..... | 19 |
| 4.1 Unit specification | 19 |
| 4.2 Academic subject content..... | 19 |
| 4.3 Graded and ungraded units | 19 |
| 4.4 Revisions to Access to HE Units of Assessment..... | 20 |
| 5. Assessment and Quality Assurance | 21 |
| 5.1 Provider Requirements | 21 |
| 5.2 Staffing Requirements | 21 |
| 5.3 Facilities and Resources..... | 22 |
| 5.4 Assessment..... | 22 |

| | |
|--|-----------|
| 5.5 Quality Assurance Requirements..... | 22 |
| 5.6 Additional Requirements/Guidance..... | 22 |
| 6. Unit Details | 23 |
| Mandatory Units: Graded Academic Subject Content..... | 23 |
| Optional Units: Graded Academic Subject Content | 33 |
| Units: Ungraded | 45 |
| 7. What to do next | 56 |
| 8. Gateway Qualifications | 56 |

1. Diploma Information

1.1 Overview of the Access to Higher Education Diploma

The Access to Higher Education (HE) Diploma is a nationally recognised qualification with common requirements relating to the description of student achievement. The Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency (QAA) for Higher Education
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- a graded qualification, as determined by the Access to HE Grading Scheme

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma specification 2013.

Individual named Diplomas are identified by separate titles and are validated at by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each Diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular Diploma. The common grading requirements apply to all individual Diplomas.

1.2 About this Diploma

It will provide them with underpinning skills to support academic study and provide a level 3 qualification linked to their proposed HE study. Allows a broad range of skills to be acquired which explore accountancy, finance and trade and the world of business which is important for anyone working in accountancy, finance or business management roles.

1.3 Purpose

The primary purpose of Access to HE Diplomas is to provide higher education progression opportunities for adults who, because of social, education or individual circumstances, may have achieved few, if any, prior qualifications.

1.4 Aims

The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE
- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career

- address issues of widening participation and social inclusion
- raise student awareness of the opportunities that a return to study and lifelong learning can bring.

1.5 Objectives

The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare learners for HE level study generally and in subject areas appropriate to an intended HE course destination
- demonstrate appropriate levels of competence in subject specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

1.6 Sector Subject Area

15.1 Accounting and Finance

1.7 Target groups

- a) Adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications and wish to progress to HE.
- b) Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to HE

1.8 Delivery methods

Delivery methods for the Access to HE Diploma (Trading and Finance) can include:

Face to face, blended learning or online delivery. Suggested visits to finance or accountancy companies to allow learners to widen their understanding of the industry. Work placements would also be beneficial and could be used to produce the evidence for some of the more practical based units.

Assessment Methods should include:

Essays, projects, presentations, self-evaluation, group discussions, business analysis techniques e.g SWOT analysis, case studies, short answer questions, worksheets, production and analysis of complex spreadsheets, data analysis, practical projects, tests.

1.9 Achievement methodology

The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

1.10 Geographical Coverage

This qualification has been approved by for delivery in England.

1.11 Progression Opportunities

Following successful completion of the Access to HE Diploma () learners may progress to the following:

BA Accountancy and Finance
BA or BSc Economics
BSc Economics and Finance
BA International Economics and Trade
BA Business and Finance

The qualification does not provide guaranteed entry to UK higher education.

1.12 Equality, Diversity and Inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities and so meet the organisation's legal responsibilities to prevent discrimination.

In accordance it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Student Entry Requirements

2.1 Age

The course is designed to meet the needs of adults who have been out of full time education for a significant period of time and who have not achieved some or any formal qualifications. This generally would apply to learners over the age of 19.

2.2 Prior Qualifications

There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.

Providers may ask learners for GCSEs as a mark of ability at Level 2 as an appropriate entry requirement to a Level 3 course. This also establishes HEI destination qualifications for Nursing, teaching etc. where these are required as part of the HEI application.

2.3 Prior Skills/Knowledge/Understanding

There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at Level 3.

2.4 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a student with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript

- use of assistive software where the software does not influence the learners' ability to demonstrate the skills, knowledge or understanding eg use of spellchecker in an English assessment
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy and Procedures.

2.5 Additional Requirements/Guidance

Learners must have a UK address (including BFO) to be registered on an Access to HE Diploma.

2.6 Recruiting Learners with Integrity

It is vital that providers recruit with integrity. Providers must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the provider undertaking the assessment of each potential student and making justifiable and professional judgements about the student's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3. Achieving the Access to HE Diploma

3.1 Qualification Specification

The generic requirements for the Access to HE Diploma are that learners must achieve a total of 60 credits of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded. It is recommended you include no more than 6 ungraded 'academic subject content' credits. The ungraded credits can be mandatory or optional within the Diploma. The approved Rules of Combination for this qualification are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 12 weeks of the start of the course or before application to UCAS, whichever is soonest.

3.2 Rules of Combination

The structure sets out the units required to be achieved the Access to Diploma, comprising of:

- Graded Academic mandatory units – Level 3
- Graded Academic optional units - Level 3
- Graded Research units - Level 3
- Ungraded units – Level 2/3.

Learners must achieve a total of 60 credits and meet unit group requirements.

Learners must complete at total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 30 credits from this group.

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|--|-------|---------|----------|-------------------|---|---|
| QU018383 | Analysing and Presenting Business Data | 3 | 3 | Academic | 1, 3, 4, 5, 7 | Case study analysis, individual presentation, supporting materials | 750 words, 15 minutes, 250 words |
| QU014129 | Economics | 3 | 6 | Academic | 1, 2, 7 | Case Study analysis, research, report, individual presentation, self evaluation, worksheets | 500 words, 500 words, 1500 words, 15 minutes, 250 words, 250 words |
| QU018385 | Introduction to Finance and Accounting | 3 | 6 | Academic | 1, 2, 3, 7 | Exam, case study analysis, preparation of financial statements | 1.5 hours open book, 500 words, 3 x financial statements |
| QU018387 | Introduction to Financial Markets | 3 | 3 | Academic | 1, 7 | Essay | 1500 words |
| QU010436 | Introduction to Management Accounting | 3 | 3 | Academic | 2, 3, 7 | Test | 2 hours closed book |
| QU018380 | Introduction to Risk Management | 3 | 6 | Academic | 1, 5, 7 | Short answer questions, case study, preparation notes, group discussion, peer evaluation, individual presentation | 1000 words, 500 words, preparation notes for discussion, 250 words, 20 mins discussion, 200 words peer evaluation, 15 minutes |

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|---|-------|---------|----------|-------------------|------------------------------|---------------------|
| QU018605 | The International Trade and Finance Environment | 3 | 3 | Academic | 1, 7 | Exam | 1.5 hours open book |

Optional Graded Units

Learners must achieve 15 credits from this group.

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|--|-------|---------|----------|-------------------|--|---|
| QU018393 | Banking and the Economic Environment | 3 | 3 | Academic | 1, 7 | Short answer questions, report | 750 words 750 words |
| QU007294 | Contract Law and Business Transactions | 3 | 3 | Academic | 2, 5, 7 | Short answer questions, case studies | 500 words 2 x 500 words |
| QU018389 | Finance in the Global Economy | 3 | 3 | Academic | 1, 7 | Report | 1500 words |
| QU018243 | Financial Business Planning | 3 | 6 | Academic | 2, 3, 6, 7 | Project | Case study analysis, 750 words, financial statements, preparation of budget and forecast, business plan |
| QU018613 | Introduction to Microeconomics | 3 | 3 | Academic | 1, 7 | Written question and answer, preparation notes, group discussion, peer evaluation | 500 words, 250 words, 15 minutes, 200 words |
| QU010440 | Macro Economic Policy | 3 | 3 | Academic | 1, 2, 7 | Preparation notes, group discussion, peer evaluation, individual presentation, handout | 250 words, 20 minutes, 200 words, 15 minutes, 250 words |
| QU018611 | Principles of Investment | 3 | 6 | Academic | 1, 7 | Presentation, Group discussion, short answer questions | 15 minutes, 20 minutes, 500 words |

| Unit Code | Unit Title | Level | Credits | Content | Grade Descriptors | Suggested Assessment Methods | Assessment Volume |
|-----------|---|-------|---------|----------|-------------------|--|---|
| QU018310 | Research: Practical Investigation Project | 3 | 6 | Academic | 2, 3, 4, 6, 7 | Risk assessment, project diary, project proposal, research review, report evaluation | 500 words, 750 words, 500 words, 750 words, 1500 words, 500 words |
| QU018607 | Trading Psychology | 3 | 6 | Academic | 1, 7 | Essay, case study, individual presentation | 1500 words, 750 words, 15 minutes |
| QU016673 | Understand Human Resource Management | 3 | 3 | Academic | 1, 2, 7 | Worksheets, research and project plan, project | 250 words, 250 words, 1000 words |

Units: Ungraded

Learners must achieve 15 credits from this group.

| Unit Code | Unit Title | Level | Credits | Content | Suggested Assessment Methods | Assessment Volume |
|-----------|---|-------|---------|---------|---|--|
| QU025276 | Academic Writing Skills | 3 | 3 | Other | Notes from a range of sources, Essay Plan, Essay | 300 words 200 words 1,000 words |
| QU007486 | Application of Number – Interpreting and Presenting Information | 3 | 3 | Other | 2 x controlled assessments | 2 x 60 minutes |
| QU025278 | Developing Professional Attributes | 3 | 3 | Other | Essay, SWOT Analysis | 1,000 words 300 words |
| QU025532 | Preparation for Higher Education | 3 | 3 | Other | Analysis, UCAS Statement, Preparing for interview questions, Chart | 1500 words in total |
| QU028487 | Promoting Wellbeing and Building Resilience | 3 | 3 | Other | Report | 1500 words |
| QU011467 | Spreadsheets | 3 | 3 | Other | Case Study Analysis, Spreadsheet and Report | 500 words 1,000 words |
| QU018419 | Statistics and Use of Calculator | 2 | 3 | Other | Study Plan, Worksheets, Reflective account, Assignment Planning | 300 words 500 words 500 words 250 words |
| QU018318 | Study Skills | 3 | 3 | Other | Study Plan, Worksheets, Assignment Plan | 200 words 250 words 500 words |

3.3 Additional completion requirements

Learners will probably require a pass in maths and English at Level 2 / GCSE to progress onto a degree course. Delivery providers should make learners aware of HEI course entry requirements.

3.4 Recognition of Prior Learning

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

For further information please refer Annex C, Access to HE Diploma Specification, <https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Diploma-Specification.pdf>

4. Access to HE Units of Assessment

4.1 Unit specification

A common unit specification applies to all units with Access to HE Diplomas the unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- grade descriptors
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

4.2 Academic subject content

A unit is classified as having academic subject content, if the unit's knowledge and skills are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or mathematics, or study skills.

4.3 Graded and ungraded units

Graded units – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. Student achievement for graded units is recorded as Pass, Merit or Distinction for each unit, as set out in the QAA Access to HE Grading Scheme, 2012. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad generic grade descriptors which are used as the basis for all grading judgements on all courses:

- 1 Understanding the subject
- 2 Application of knowledge
- 3 Application of skills
- 4 Use of knowledge
- 5 Communication and presentation
- 6 Autonomy / Independence
- 7 Quality.

The seven grade descriptors are not subject specific. They can, however, through careful selection and in appropriate combinations, be used on all courses, with all units and for all

assignments. The descriptors to be used with a particular unit are selected with reference to the main aspects of student performance that need to be taken into account when grading decisions are made for that unit. They are formally assigned to the unit when it is validated.

Each of the seven grade descriptors comprises two sets of components, one which describes characteristics or qualities typical of performance at merit, and a parallel set of components which describes typical performance in the same areas at distinction. (There are no components for pass, because a pass grade is gained when a student meets the learning outcomes, but does not achieve the standard required for merit.) Some of these components are more relevant to certain subjects than others and some particular terms are also more relevant for use with particular types of assessment than others. In order to ensure the grade descriptors are relevant for specific assignments, tutors identify the components of the descriptors being used that are most relevant for the particular assignment. The selected components of the descriptors (at merit and distinction) are then included in the assignment brief(s).

The grading scheme is not based on an assumed one-to-one relationship between the grade descriptors and learning outcomes (although it is possible that in some units, because of the way the learning outcomes have been structured, something close to a one-to-one relationship may emerge). In general, however, judgements about student work in relation to grading apply across the work for a unit, whether that unit is assessed through one, or more than one, assignment.

The full Grade Descriptors can be accessed by the following link, which also provides detailed information on grading:

<http://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Grading-Scheme-Section-B.pdf>

4.4 Revisions to Access to HE Units of Assessment

Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units, providers are required to use updated versions where units are replaced.

5. Assessment and Quality Assurance

5.1 Provider Requirements

Providers must be approved by Gateway Qualifications as a centre and are required to ensure that:

- the main base is in the UK
- systems are in place to ensure that only learners with a UK address (including BFO) are registered for an Access to HE Diploma
- there are clear arrangements for the day-to-day operational management and coordination of Access to HE delivery.
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- arrangements are in place to provide pre-course guidance to applicants and criteria for selection and admission to Access to HE Diplomas, and are consistent with QAA requirements with respect to admissions.
<https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Guidance-admission-of-learners-AHE-07.pdf>.
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications' Access to HE Provider Handbook for further information on centre requirements.

5.2 Staffing Requirements

Providers are required to ensure that:

- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- staff have expertise to provide information, advice and guidance on HE applications and progression opportunities.

5.3 Facilities and Resources

Computers

5.4 Assessment

Recommended assessment methods for each unit within a diploma are identified in section 3.2 [Rules of Combination](#). To provide greater flexibility for Centres to develop an assessment strategy that meets the needs of their individual learners, Centres can select an alternative assessment method for the units(s) within the diploma using the equivalence guidance published on the website.

The guidance includes the expected assessment volume for different assessment methods and should enable Centres to choose alternatives whilst ensuring that the same rigor of assessment is maintained in comparison to any other three or six credit unit.

5.5 Quality Assurance Requirements

Gateway Qualifications applies a quality assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications comprising of centre moderation and subject moderation.

These processes are set out within Quality Assurance section of the Gateway Qualifications' Access to HE Provider Handbook.

5.6 Additional Requirements/Guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU018383 | | |
| Title: | Analysing and Presenting Business Data | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD3-Application of skills • GD4-Use of information • GD5-Communication and presentation • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1 Understand the requirement to present management information. | 1.1 Analyse situations where management data is required. |
| 2 Be able to use a range of presentational tools. | 2.1 Evaluate the range of software available to present business data. 2.2 Use relevant computer packages to present data in different formats. For example, spreadsheets, charts and graphs, presentation slides or in textual form such as handout, flier or leaflet 2.3 Justify methods of presenting the data. |
| 3 Be able to apply analysis techniques to predict trends in the market place. | 3.1 Use a suitable programme to analyse trends in the market place. Spreadsheet software may be used to achieve this criterion. 3.2 Use computer software to predict future trends for a specific business. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|-------------------|--|
| The learner will: | The learner can: |
| | <p>Spreadsheet software may be used to achieve this criterion.</p> |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU014129 | | |
| Title: | Economics | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand forces of supply and demand on businesses. | 1.1 Describe and analyse forces of supply and demand on businesses. 1.2 Compare specific forces of supply and demand on businesses. 1.3 Evaluate specific forces of supply and demand on businesses. |
| 2. Understand production and sales. | 2.1 Explain production and sales. 2.2 Produce a production and sales analysis. |
| 3. Understand how Governments control the economy. | 3.1 Evaluate budget measures. |
| 4. Be able to investigate commerce and trade. | 4.1 Analyse a Business. 4.2 Prepare analyses and forecasts. 4.3 Prepare a national or local business budget for a two-year trend. |
| 5. Understand trading patterns and trends. | 5.1 Explain trends and developments. 5.2 Describe external influences on business. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU018385 | | |
| Title: | Introduction to Finance and Accounting | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1 Understand the basic concepts of accounting and finance that underpin the preparation of financial information. | 1.1 Explain the basic concepts of accounting and finance that underpin the preparation of financial information. |
| 2 Understand the role of the accounting function. | 2.1 Analyse the role of the accounting function in a variety of business organisations. 2.2 Explain the role of financial and management accountants in a variety of business organisations. |
| 3 Be able to identify the principal users of financial information and how their needs and interests are met. | 3.1 Identify the principal users of financial information, together with their respective interests. 3.2 Analyse how accounting information can meet the needs and interests of the principal users of financial information. |
| 4 Understand the key features of financial statements and their interrelationships. | 4.1 Describe the key features of financial statements. 4.2 Explain the interrelationships between the key features of financial statements. 4.3 Explain the difference between cash and profit, expenses and payments. |
| 5 Be able to prepare financial statements. | 5.1 Prepare a simple income statement for a non-complex organisation. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--------------------------|---|
| The learner will: | The learner can: |
| | 5.2 Prepare a statement of financial position for a non-complex organisation. 5.3 Prepare a cash flow forecast for a non-complex organisation. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018387 | | |
| Title: | Introduction to Financial Markets | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the operation of financial markets. | 1.1 Analyse different types of traditional and modern financial markets. 1.2 Explain how financial markets operate. 1.3 Explain the origins of the futures market. 1.4 Explain the operations of the futures market. |
| 2 Understand basic analysis within market trading. | 2.1 Analyse the role and effect on the financial markets of the: <ul style="list-style-type: none"> 2 US Federal Reserve 3 European Central Bank 4 Bank of England. 5 Commercial Banks 6 Investment Banks. 2.2 Evaluate the range of approaches used to analyse daily economic statistics and data to make solid trading decisions. 2.3 Explain the impact of economic supply and demand on financial markets. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU010436 | | |
| Title: | Introduction to Management Accounting | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|--|----------------------------|---|
| The learner will: | | The learner can: | |
| 1 | Understand the difference between financial and management accounting. | 1.1 | Analyse the difference between financial and management accounting. |
| 2 | Understand the fundamentals of management accounting. | 2.1 | Analyse the purpose of management accounting. |
| | | 2.2 | Analyse how costs are classified giving examples of how costs are classified according to element, function and behaviour. |
| 3 | Understand how to calculate production cost. | 3.1 | Analyse costs by allocation and apportionment. |
| | | 3.2 | Determine overhead absorption rates using at least two methods to absorb production overhead. Calculate overhead absorption rates from given information. |
| | | 3.3 | Calculate production cost and assess its usefulness for management. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018380 | | |
| Title: | Introduction to Risk Management | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD5-Communication and presentation • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|--|
| The learner will: | | The learner can: | |
| 1 | Understand the basic elements of risk. | 1.1 | Explain the main categories of risk. Includes financial / non-financial, pure / speculative, particular / fundamental, homogeneous, emerging risks, reputational risks |
| | | 1.2 | Explain the main types of risk. Includes upside, downside, operational, corporate risk |
| | | 1.3 | Evaluate the role of risk in society. For example, the complexity of modern life creating new risks, volatility: frequency and severity of disasters both natural and man-made, corporate crises, societal risk aversion, compensation culture, government's readiness to introduce legislation |
| 2 | Understand how risk can be identified and analysed. | 2.1 | Analyse the need for risk information. |
| | | 2.2 | Evaluate methods of collecting risk information. |
| | | 2.3 | Explain how and why risks are analysed. Includes probability, severity, risk mapping |

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|---|
| The learner will: | | The learner can: | |
| 3 | Understand how risk can be evaluated. | 3.1 | Explain the main criteria for evaluating risk. Includes risk appetite: financial, legal, moral |
| | | 3.2 | Analyse the use and content of risk registers in risk evaluation, including the importance of regular review. |
| 4 | Understand how risk is managed in practice. | 4.1 | Evaluate different risk control measures. Timing: before, during, after events and including Nature: prevention, containment, hard/soft |
| | | 4.2 | Explain different risk transfer mechanisms, including the use of insurance. Insurance: insurability, benefits of insurance, co-insurance Other risk transfer mechanisms: commercial contracts, disclaimers, self- insurance, alternative risk transfer (ART) and captives |
| | | 4.3 | Explain the generic risk management process and the role of enterprise risk management (ERM). |
| | | 4.4 | Analyse risk management services available in the market. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018605 | | |
| Title: | The International Trade and Finance Environment | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Understand the role and responsibilities of different parties involved in international trade. | 1.1 Explain the relationship between international trade and access to finance. 1.2 Analyse the roles and responsibilities of the various parties involved in international trade. 1.3 Explain ethical principles relevant to trading. |
| 2 Understand the external impacts on international trade. | 2.1 Analyse the impact on trade finance of: <ul style="list-style-type: none"> a. political sanctions b. fraud c. money laundering d. terrorist financing. |
| 3 Understand the different methods of settlement and financing available in international trade. | 3.1 Compare and contrast different methods of settlement and financing available in international trade. |

Optional Units: Graded Academic Subject Content

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018393 | | |
| Title: | Banking and the Economic Environment | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Understand the purpose and functions of a bank. | 1.1 Explain the purpose and functions of a bank and its role as a financial intermediary. 1.2 Explain different types of banking activity. |
| 2 Understand the business and economic environment in which banks operate. | 2.1 Analyse the business and economic environments in which banks operate. 2.2 Assess the role of government in the economy. 2.3 Explain the key indicators that can be used by banks to assess the performance of an economy. 2.4 Assess the impact of these indicators on the performance of an economy. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU007294 | | |
| Title: | Contract Law and Business Transactions | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD2-Application of knowledge • GD5-Communication and presentation • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Understand business contracting; including the nature of a contract, the types of contract and the essentials of a valid contract. | 1.1 Describe in detail a business contract. 1.2 Evaluate the different types of contracts. 1.3 Explain the essentials of a valid contract with case examples. |
| 2 Understand contracts for the supply of goods and services. | 2.1 Explain the formation of a contract of the supply of goods and services. 2.2 Evaluate express and implied terms of a contract. 2.3 Explain the performance of a contract. 2.4 Evaluate remedies of a contract for the supply of goods and services. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018389 | | |
| Title: | Finance in the Global Economy | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|---|
| The learner will: | | The learner can: | |
| 1 | Know about changes in the global economy. | 1.1 | Explain changes in the global economy. |
| 2 | Understand influences on the UK economy. | 2.1 | Explain the influences on the UK economy of the European Union. |
| | | 2.2 | Evaluate the impact of emerging economies on the UK economy. |
| | | 2.3 | Analyse the impact of the global economy on the UK economy. |
| | | 2.4 | Analyse the potential problems of trade exclusions. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU018243 | | |
| Title: | Financial Business Planning | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD6-Autonomy/Independence • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|---|
| The learner will: | | The learner can: | |
| 1 | Understand basic accounting principles. | 1.1 | Prepare and analyse financial statements. |
| | | 1.2 | Analyse accounts. |
| 2 | Understand financial needs of business. | 2.1 | Explain business capital and financial needs. |
| | | 2.2 | Analyse financial needs and make recommendations. |
| 3 | Understand business budgeting. | 3.1 | Prepare budgets and forecasts. |
| | | 3.2 | Examine and explain business budgets. |
| 4 | Understand how business plans work. | 4.1 | Prepare and analyse a business plan. |
| | | 4.2 | Explain the purpose of start-up and expansion planning. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018613 | | |
| Title: | Introduction to Microeconomics | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the principle of microeconomics. | 1.1 Explain key principles of microeconomics. 1.2 Analyse the difference between micro- and macro-economics. |
| 2 Understand the impact of supply, demand and elasticity in microeconomics. | 2.1 Explain the impact of supply and demand on a business. 2.2 Evaluate the impact of elasticity on supply and demand. |
| 3 Understand consumer behaviour. | 3.1 Explain the principles of consumer behaviour. 3.2 Analyse how understanding consumer preference and choice can support business decisions. |
| 4 Understand market structures. | 4.1 Compare different types of market structures. Include perfect competition, monopoly, oligopoly and monopsony 4.2 Evaluate why the monopoly market exists. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU010440 | | |
| Title: | Macro Economic Policy | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|---|
| The learner will: | | The learner can: | |
| 1 | Understand the aims and objectives of government macro-economic policy. | 1.1 | Analyse the need for macro-economic aims. |
| | | 1.2 | Summarise the objectives of government macro-economic policy. |
| 2 | Understand the purpose of economic policy making. | 2.1 | Explain the purpose of economic policy making. |
| 3 | Understand the effects of the global economic environment. | 3.1 | Compare and contrast the effectiveness of fiscal and monetary policies in achieving economic goals. |
| | | 3.2 | Analyse the effects of the global economy on government economic policy. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018611 | | |
| Title: | Principles of Investment | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the macro economic factors that affect investment returns. | 1.1 Explain the role of financial investment in the economy. 1.2 Analyse the main long-term UK socio-economic trends. This may include ageing population, rising living standards, growth of the service sector and other changing patterns of the UK economy 1.3 Evaluate the role of government and central banks in fiscal and monetary policy. |
| 2 Understand the role of socially responsible investment in financial advice and charitable giving. | 2.1 Explain the meaning of socially responsible investment. 2.2 Explain the principles of ethical investment. |
| 3 Understand how investment returns are related to investment risk. | 3.1 Evaluate the significance of inflation on investment returns. 3.2 Explain the time value of money. 3.3 Analyse investment portfolio planning, explaining how risk can be managed through diversification. 3.4 Appraise a simple investment using Net Present Value or Payback Method. |
| 4 Understand the risks faced by investors and how an investor's risk profile is determined. | 4.1 Analyse the main types of risk for investors. 4.2 Evaluate methods of assessing risk profile. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 5 Understand the importance of analysing consumers' circumstances to advise on suitable investment products. | 5.1 Evaluate factors shaping consumers' circumstances. 5.2 Explain the importance of assessing affordability and suitability of investment products for consumers. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU018310 | | |
| Title: | Research: Practical Investigation Project | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD6-Autonomy/Independence • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|--|----------------------------|--|
| The learner will: | | The learner can: | |
| 1 | Be able to plan a practical investigation project. | 1.1 | Identify and agree a practical investigation project, located within a knowledge domain relevant to the named Diploma. |
| | | 1.2 | Produce a hypothesis and clear aims for the investigation project. |
| | | 1.3 | Identify any ethical, practical or safety issues and how these will be managed/overcome. |
| | | 1.4 | Produce a risk assessment. |
| | | 1.5 | Maintain a record of project progress through all stages of research, development and completion. |
| 2 | Be able to undertake a practical investigation. | 2.1 | Carry out research from a wide range of sources. |
| | | 2.2 | Develop an appropriate investigation. |
| | | 2.3 | Identify the variables and explain how they can be controlled, where necessary. |
| | | 2.4 | Carry out the investigation safely, using appropriate practical skills and techniques. |
| | | 2.5 | Analyse the results of the investigation with reference to relevant theory. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| <p>3 Know how to present the project.</p> | <p>3.1 Present the body of work in a style appropriate to the knowledge domain with clear conclusions. 3.2 Use appropriate technical terminology fluently. 3.3 Reference all findings using a recommended style of referencing.</p> |
| <p>4 Be able to evaluate own research project.</p> | <p>4.1 Reflect on the design and methodology of the project. 4.2 Evaluate the body of work in relation to aims and hypothesis. 4.3 Identify recommendations for the future.</p> |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU018607 | | |
| Title: | Trading Psychology | | |
| Unit Level: | Level 3 | Unit Credit: | 6 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1 Understand the application of the main psychological concepts and theories within trading environments. | 1.1 Evaluate a range of psychological concepts and theories relevant to those involved in financial trading. 1.2 Apply a range of psychological concepts and theories to financial trading. |
| 2 Understand the range of approaches to the study of psychology. | 2.1 Explain the difference between the various sub-fields: behavioural, biological, cognitive, humanistic and psychodynamic. |
| 3 Be able to identify the key influences on behaviour within a financial trading environment. | 3.1 Demonstrate skills of application and analysis of key influences on human behaviour within a financial trading environment. |

Access to HE Diploma Unit

| | | | |
|--|--|---------------------|---|
| Unit Code: | QU016673 | | |
| Title: | Understand Human Resource Management | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Graded | | |
| Grade Descriptors: | <ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Understand the differences between the traditional view of personnel management and the new approach of human resource management. | 1.1 Compare and contrast "personnel management" and "human resource management". 1.2 Assess the role, tasks and activities of the human resource practitioner within a business. 1.3 Evaluate the role and responsibilities of line managers in human resource practices. |
| 2 Understand the procedures and practices used for recruiting and selecting suitable employees. | 2.1 Explain the need for human resource planning within a business. 2.2 Analyse the stages involved in this process. 2.3 Evaluate a range of selection methods available when recruiting staff. |
| 3 Understand the principles and procedures for monitoring and rewarding employees. | 3.1 Analyse the link between motivational theory and reward. 3.2 Evaluate different organisational approaches to monitoring staff performance. |

Units: Ungraded

Access to HE Diploma Unit

| | | | |
|--|--------------------------|---------------------|---|
| Unit Code: | QU025276 | | |
| Title: | Academic Writing Skills | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Academic Subject Content | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Be able to record information from a range of sources. | 1.1 Use note-taking skills to prioritise key points from a range of sources. |
| 2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion. | 2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay. |
| 3 Be able to proofread and edit own writing effectively. | 3.1 Produce an essay draft which shows evidence of proofreading and editing. |
| 4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing. | 4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience. |
| 5 Be able to understand and use a standard form of referencing. | 5.1 Use accurately a standard form of referencing that reflects a range of sources. |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU007486 | | |
| Title: | Application of Number – Interpreting and Presenting Information | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1 Know how to obtain and interpret mathematical and statistical information. | 1.1 Within a complex task, identify and evaluate possible sources of data, e.g. rate of change, trends, probabilities. 1.2 Justify the choice of data collection procedures giving reasons for choosing a particular sample and methods used. 1.3 Evaluate actual or possible sources of error in collecting and recording data. 1.4 Choose and justify the chosen methods of recording data. 1.5 Interpret the main characteristics of the data in relation to the task. |
| 2 Be able to present mathematical and statistical data. | 2.1 Choose and use a range of appropriate and effective techniques to present accurately, e.g. the use of probability to describe situations, the presentation and interpretation of upper and lower boundaries of results; statistical diagrams. 2.2 Use correct axes, scales and conversions. 2.3 Justify choice and use of presentation techniques and methods for the original purpose of the task. |

Access to HE Diploma Unit

| | | | |
|--|------------------------------------|---------------------|---|
| Unit Code: | QU025278 | | |
| Title: | Developing Professional Attributes | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand the difference between positive and negative professional attributes. | 1.1 Evaluate both positive and negative professional attributes. 1.2 Link positive attributes to the role of a professional. |
| 2 Be able to reflect on own professional attributes and areas for development. | 2.1 Produce SWOT analysis of own professional attributes. 2.2 Evaluate SWOT analysis. 2.3 Produce an individual professional development plan linked to the SWOT analysis. |
| 3 Understand which attributes are considered important by employers in a specific sector and are valued in the workplace. | 3.1 Analyse which professional attributes are valued highly by employers within a specific sector. 3.2 Analyse why these professional attributes are important in a sector specific workplace. |
| 4 Understand the link between professional attributes and emotional intelligence. | 4.1 Analyse the links between professional attributes and emotional intelligence. |

Access to HE Diploma Unit

| | | | |
|--|----------------------------------|---------------------|---|
| Unit Code: | QU025532 | | |
| Title: | Preparation for Higher Education | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1 Understand how to identify opportunities for Higher Education. | 1.1 Use information sources to research Higher Education courses. 1.2 Analyse processes and procedures necessary to gain entry to Higher Education. 1.3 Analyse information on Higher Education courses and make appropriate realistic choices. This can also include Higher and Degree Apprenticeships. |
| 2 Understand the process of completing a Higher Education application form. | 2.1 Complete an application form with excellent attention to detail, meeting a given deadline. 2.2 Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement. |
| 3 Understand preparation required for the interview process. | 3.1 Conduct further personal research into courses at relevant institutions in preparation for an interview. 3.2 Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study. |
| 4 Understand the need to prepare for the transition to Higher Education. | 4.1 Analyse the personal and academic qualities needed for successful study in Higher Education. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--------------------------|---|
| The learner will: | The learner can: |
| | <p>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.3 Analyse the nature of study in Higher Education.</p> |

Access to HE Diploma Unit

| | | | |
|--|---|---------------------|---|
| Unit Code: | QU028487 | | |
| Title: | Promoting Wellbeing and Building Resilience | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to Assessment Grid | | |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand the physical and psychological impact of pressure and stress on mental wellbeing. | 1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing. |
| 2. Understand the connection between mental wellbeing and resilience. | 2.1 Analyse the connection between mental wellbeing and resilience. |
| 3. Understand the factors that can improve wellbeing and build resilience. | 3.1 Explain factors that can improve wellbeing. 3.2 Explain factors that can negatively affect wellbeing and how to avoid them. 3.3 Explain the behaviours associated with resilience. 3.4 Explain ways to build resilience. |
| 4. Understand how to manage an individual's mental wellbeing and the support available to them. | 4.1 Evaluate the methods for managing and maintaining mental wellbeing and building resilience. To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques. 4.2 Analyse the types of support available from different sources. |

Access to HE Diploma Unit

| | | | |
|--|---------------------------|---------------------|---|
| Unit Code: | QU011467 | | |
| Title: | Spreadsheets | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to assessment grid. | | |

This unit has 7 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|---|
| The learner will: | | The learner can: | |
| 1 | Know how to design and store a spreadsheet. | 1.1 | Design a spreadsheet appropriate to a user's requirements. |
| | | 1.2 | Create and store the spreadsheet. |
| | | 1.3 | Evaluate the spreadsheet in terms of meeting the user's needs. |
| 2 | Be able to retrieve and modify an existing spreadsheet. | 2.1 | Modify the spreadsheet design/content in response to user feedback. |
| 3 | Know how to print a spreadsheet. | 3.1 | Print or display whole or part spreadsheets/formulae with a variety of print layout options. |
| 4 | Be able to enhance user readability. | 4.1 | Use suitable formatting options for displaying text and numeric values. |
| | | 4.2 | Define and use conditional formatting to limit input error and give suitable messages to users. |
| 5 | Understand spreadsheet functions. | 5.1 | Develop a spreadsheet solution using a range of mathematical functions. |
| 6 | Understand graphical facilities. | 6.1 | Use an appropriate graph type. |
| | | 6.2 | Draw pie, bar, line graphs with appropriate labels attached. |
| 7 | Know how to use additional features within the spreadsheet environment. | 7.1 | Use advanced sorting, protecting and filtering facilities on a spreadsheet. |
| | | 7.2 | Analyse data using pivot tables. |

Access to HE Diploma Unit

| | | | |
|--|----------------------------------|---------------------|---|
| Unit Code: | QU018419 | | |
| Title: | Statistics and Use of Calculator | | |
| Unit Level: | Level 2 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to assessment grid. | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | |
|--------------------------|---|----------------------------|--|
| The learner will: | | The learner can: | |
| 1 | Use a calculator effectively and efficiently. | 1.1 | Solve problems involving whole numbers, decimals and directed numbers, approximating to a given degree of accuracy. |
| | | 1.2 | Calculate powers and roots including fractional and negative powers and numbers in standard form. |
| 2 | Understand and solve problems involving fractions, percentages, ratio and proportion. | 2.1 | Solve simple problems involving ratio, direct and inverse proportion. |
| | | 2.2 | Solve problems with fractions and percentages, including reverse calculations and percentage change. |
| 3 | Understand how to calculate and interpret statistical information. | 3.1 | Calculate mean, median, range, mode and modal class from frequency and grouped frequency tables. |
| | | 3.2 | Compare and interpret data sets using the above. |
| 4 | Understand how to present and interpret graphs. | 4.1 | Construct charts and diagrams including pie charts, bar charts, cumulative frequency graphs and scatter graphs. |
| | | 4.2 | Interpret any of the above graphs including, where appropriate, finding the inter-quartile range and drawing a line of best fit. |
| 5 | Understand and use the vocabulary of probability and probability scale. | 5.1 | Use theoretical models to estimate outcomes. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|-------------------|---|
| The learner will: | The learner can: |
| | 5.2 List all outcomes for single events and for two successive events systematically. 5.3 Complete a probability tree based on given information (no more than three branches per event) and use to calculate conditional probability. 5.4 Compare experimental data and theoretical probabilities. |

Access to HE Diploma Unit

| | | | |
|--|--------------------------|---------------------|---|
| Unit Code: | QU018318 | | |
| Title: | Study Skills | | |
| Unit Level: | Level 3 | Unit Credit: | 3 |
| Grading type: | Ungraded | | |
| Academic subject content/other: | Other | | |
| Suggested assessment details: | Refer to assessment grid | | |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1 Know how to manage and organise study time. | 1.1 Produce, revise and evaluate a personal schedule of study that accommodates own time constraints. 1.2 Where necessary, prioritise and reschedule study plan explaining changes. 1.3 Prioritise and meet assignment deadlines, negotiating new deadlines if needed. 1.4 Devise a strategy for organising coursework. |
| 2 Know how to participate in learning activities. | 2.1 Prepare efficiently for tutorials and classroom activities. 2.2 Participate appropriately in classroom activities. |
| 3 Understand assignment requirements. | 3.1 Analyse assignment effectively identifying aims and objectives. 3.2 Determine suitable format for assignment, effectively explaining decisions made. |
| 4 Understand learning preferences. | 4.1 Analyse different methods of learning. 4.2 Analyse methods of identifying own learning preferences. |
| 5 Be able to retrieve information from a range of sources. | 5.1 Retrieve information from a range of written texts using a range of reading skills. 5.2 Scan source material, critically evaluating information, selecting accurate and detailed notes to suit purpose. |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--------------------------|---|
| The learner will: | The learner can: |
| | 5.3 Demonstrate the use of a recognised referencing system for retrieved information. |

7. What to do next

For existing Centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications Centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation and authorised Access Validating Agency based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and by the Quality Assurance Agency for the development and approval of Access to Higher Education Diplomas.



gateway
qualifications

Charity Registration No. 114282
Registered in England Company No. 5502449

enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk
Tel: 01206 911 211

Gateway Qualifications, Gateway House,
3 Tollgate Business Park, Colchester CO3 8AB